



GRADE

11

KENTUCKY

K-PREP

Kentucky Performance Rating For Educational Progress



**ON-DEMAND
WRITING
SAMPLE
ITEMS**

Spring 2012

Writer's Reference Sheet

Grades 8, 10 and 11

Focusing

- Read the prompt and, if provided, the passage(s).
- Think about what the prompt is asking you to do.
- Think about key issues in the passage, if provided, that will help you fulfill the purpose of writing your response.

Pre-writing

- Think about your audience and purpose for writing.
- Use a pre-writing technique (e.g., brainstorming, webbing, drawing, outlining) to plan your response.
- Think of your thesis statement and supporting details.

Drafting

- Write your response in your response booklet.

Reviewing

- Reread your response to correct any errors that interfere with your ability to communicate your ideas to the audience.

If I am writing a **narrative**, did I

- establish a clear purpose?
- use a variety of techniques (e.g., dialogue, description, anecdote, rhetorical question, surprising fact) to engage my audience?
- convey a sense of significance of the experience?
- use a sequence of events that would unfold naturally for the reader?
- use concrete words and sensory details?

If I am writing to provide **information or explain**, did I

- establish a focused purpose?
- anticipate the needs of my audience?
- incorporate relevant background information from the reading passage (if a passage is provided)?
- support the thesis with relevant, well-chosen facts, definitions, concrete details, quotations, or examples?
- use precise language and domain-specific vocabulary?

If I am writing an **argument**, did I

- introduce a claim?
- acknowledge and distinguish the claim from counterclaims (alternate or opposing claims)?
- anticipate audience's knowledge and concerns?
- provide relevant background information from the reading passage (if a passage is provided)?
- maintain a clear focus?
- support claims with logical reasoning and relevant evidence (facts, details and examples)?
- use words and phrases to clarify the relationship among claims, counterclaims, reasons, and evidence?

Scoring Criteria for On-Demand Writing

These criteria will be used to score your work.

Communicating with an Audience through Purpose/Focus	<ul style="list-style-type: none">• Establishes and maintains an authentic purpose• Addresses an appropriate audience• Establishes and maintains an awareness of audience needs
Communicating with an Audience through Idea Development	<ul style="list-style-type: none">• Develops ideas with sufficient depth and complexity to support audience and maintain a focused purpose• Elaborates ideas with details, support and examples specifically relevant to the audience and purpose• Applies characteristics of the mode
Communicating with an Audience through Structure	<ul style="list-style-type: none">• Demonstrates coherent and effective text structure in relation to the purpose• Includes a logical progression of ideas• Maintains coherence within and between paragraphs• Uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events, ideas, concepts or arguments• Maintains control of sentence structure• Varies sentence structure effectively
Communicating with an Audience through Language and Conventions	<ul style="list-style-type: none">• Selects and maintains word choices to effectively communicate with the audience• Employs voice and tone appropriate for audience and purpose• Communicates with audience effectively, applying correct grammar, usage and mechanics



Scoring Rubric for Kentucky On-Demand Writing

4 Points:

Writers at this score point level display consistent, though not necessarily perfect, writing skill, resulting in effective communication.

- The writer establishes and maintains focus on **audience and purpose** and effectively engages the audience by providing relevant background information necessary to anticipate its needs.
- The writer consistently **develops ideas** with depth and complexity to provide insight, support, and clarification of the topic. The writer consistently develops ideas using appropriate and effective examples, details, facts, explanations, descriptions, or arguments. In grades 5 and 6, writers may address counterclaims in support of opinion and argument; in grades 8, 10 and 11, counterclaims are addressed effectively to help support arguments. The writer may use a variety of techniques or approaches.
- The writer consistently **organizes** the writing by using a logical progression of ideas that flows within and between paragraphs. The writer consistently uses a **variety of sentence lengths and structures**. The writing includes a variety of transitional words and phrases that connects ideas and guides the reader. The writer uses appropriate organizational techniques (e.g., comparison/contrast, cause/effect, order of importance, reasons/explanations).
- The writer maintains an appropriate voice or tone. The writer consistently **chooses words** that are appropriate to the intended audience and purpose of the writing. The writer consistently uses correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate effectively and clarify the writing.

3 Points:

Writers at this score point level display adequate writing skill, resulting in effective, though not consistent, communication.

- The writer adequately establishes focus on the intended **audience and purpose**, but may not consistently maintain this focus, losing sight of audience or purpose on occasion. The writer provides adequate background information that generally anticipates audience needs.
- The writer **develops ideas** with adequate support, and clarification of the topic through examples, details, facts, explanations, descriptions, or arguments. In supporting arguments and opinions, the writer in grades 5 or 6 may address counterclaims; the writer in grades 8, 10 and 11 addresses or considers counterclaims. The writer may use different techniques or approaches, but some are less successful than others; one technique may be prominent.
- The writer adequately **organizes** the writing by using a logical progression of ideas that generally flows from idea to idea, though connections between some ideas are less clear on occasion. The writer displays **variety in sentence lengths and structures**. The writing includes transitional words and phrases that generally guide the reader. The writer generally maintains organizational techniques, but organization and connection of ideas may become less clear on occasion.
- The writer may have occasional lapses in language that cause voice or tone to weaken. The writer **chooses words** that are generally appropriate for the intended audience and writing purpose. The writer adequately demonstrates correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate. A few errors may occur that do not impede understanding.


2 Points:

Writers at this score point level display developing writing skill, resulting in less effective communication.

- The writer identifies a generalized **purpose or audience** but does not maintain focus on both. Instead, the writer focuses more on the task (creating a letter, speech, etc.) than the actual purpose or intended audience. Irrelevant or inconsistent background information demonstrates a general lack of awareness of audience needs.
- The writer demonstrates inconsistent **development of ideas** often presenting facts (sometimes in isolation from one another) with little insight, interpretation, or clarification. The writer provides minimal or irrelevant examples and/or details for support. The writer in grades 8, 10, and 11 may attempt to address counterclaims in support of arguments or is unsuccessful in the attempt. If the writer attempts to use different techniques or approaches, their relation to the writing purpose may be unclear.
- The writer demonstrates some attempt at **organization**, but often places ideas in an unclear order that disrupts the natural flow or cohesion. The writer occasionally uses varied sentence structures, but these appear alongside mostly **simple sentences**. Transitions are simple and infrequent. The writer may use organizational strategies inappropriately or ineffectively, such as attempting to use a comparison when it is not warranted.
- The writer often uses language that causes voice or tone to weaken or emerge only on occasion. The writer occasionally chooses appropriate **words**, but these appear alongside language that is simple or inappropriate for the intended audience or purpose. Frequent errors in **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) appear alongside occasional control of these features and may impede understanding of the text.

1 Point:

Writers at this score level demonstrate little or no writing skill, resulting in mostly ineffective communication.

- The writer may identify a general topic but demonstrates little or no awareness of **purpose or audience**. The writer does not provide background or show awareness of the needs of the audience.
- The writer gives little or no purposeful **development of ideas**, interpretation, insight or clarification. The writer provides no examples and/or details for support or the support is inaccurate or irrelevant. The writer in grades 8, 10, 11 does not address counterclaims in support of argument or opinion.
- The writer offers little or no **organizational structure**, placing ideas in no logical order. The writer uses little if any **variety in sentence structures**. Ineffective or absent paragraph divisions create a lack of cohesion. Few, if any, transition words or phrases are used.
- The writer's tone or voice is either inappropriate or absent. The writer uses simple or inappropriate **words**. Errors that appear in **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) impede understanding of the text.



Writing Part A

Writing situation:

The Chinese philosopher Confucius said, “Choose a job you love, and you will never have to work a day in your life.” Almost everyone would like to get paid for doing something that they love. However, job satisfaction is just one of many factors to consider when choosing a career path. For example, how much money do you need or want to make? Is the respect of others very important to you? How much stress are you willing to have in your life?

Read the chart below to gain some insight into four different types of jobs.



Four Different Types of Jobs

Type of Job	Examples	Post-secondary education required?	Pros	Cons
Member of the Armed Forces	Soldiers, Officers	Only for officers	<ul style="list-style-type: none"> • Opportunity to travel • Good benefits • Sense of pride from serving one's country • Retirement possible after 20 years of service 	<ul style="list-style-type: none"> • Working conditions may be dangerous or hazardous. • Many rules may result in less personal freedom than non-military workers have.
Professional	Teacher, Lawyer, Businessperson, Nurse, Engineer	Yes. Many jobs also require an additional advanced degree.	<ul style="list-style-type: none"> • In general, this type of work is often well-compensated and respected. 	<ul style="list-style-type: none"> • Some jobs may require expensive degrees that take years to earn. • Some jobs may be extremely stressful and take most of a person's time.
Skilled laborer	Carpenter, Plumber	Depending on the certification level needed, some post-secondary education is required.	<ul style="list-style-type: none"> • Skilled laborers can earn a high salary and may be able to work for themselves. 	<ul style="list-style-type: none"> • Excellent skills needed • Work is often physically hard.
Artist/ Performer	Athlete/ Filmmaker	Often post-secondary degrees are pursued and attained, although opportunities are present to work in these jobs without post-secondary education.	<ul style="list-style-type: none"> • Work often involves some sort of performance and public viewings • Excitement of working with other talented people 	<ul style="list-style-type: none"> • Excellent skills needed • Work is often physically hard. • Wages may not be regular—often paid as products are created.



Writing Part A

Writing directions:

Decide which type of job is most appealing to you. Write an explanation for your school newspaper about your chosen career for the future. Support your choice logically and effectively.



Annotated Student Response

SAMPLE 1-POINT RESPONSE

Writing

1. ~~The job~~ The job I think is appealing to me, would be a Pharmacist job. Pharmacist employees' jobs are very simple but interesting, and also stressful working situations. For instance, pharmacist must and always have the correct amount of pills or dosage to be given to the customer. One wrong calculation and it may send the customer to the hospital. Being a Pharmacist may also be interesting because of all of the research that has to be done and of all those different types of medicine that occur each and every day just for curing symptoms or diseases is really cool. Also it's very simple you don't have to move around a lot or work hard to be in this job, you just need to know the things a pharmacist do and the job will be yours. That's why being a pharmacist is appealing to me.



Writing Part A

GRADE 11 — Writing

ANNOTATION — 1-POINT RESPONSE

Grade 11, Prompt 1 Score Point 1

This writer identifies a general topic (*The job I think is appealing to me would be a Pharmacist job*) **but demonstrates little awareness of the needs of the audience because little background information is provided. The writing contains some development** (*One wrong calculation and it may send the customer to the hospital*), **but most development is confusing or unclear and lacks insight or interpretation** (*Also it's very simple you don't have to move around alot or workout to be in this job, you just need to know the things a pharmacist do and the job will be yours*). **In addition, the absence of paragraph divisions or effective transitions creates a lack of cohesion. Errors in grammar, usage, and mechanics impede understanding of the text.**



Annotated Student Response

SAMPLE 2-POINT RESPONSE

Writing

1. When choosing a career, people have many choices. There is a whole long list of fun, interesting careers, grouped into lists. I believe my preferred career group would be skilled trades, because I enjoy working with my hands, I have the chance to work for myself, and I would feel pride when seeing something I've built.

Some people might be thinking "That's a lot of hard work, demanding a little physical strength in your body." However, it is a great way to stay in shape, and feel good about yourself.

I highly enjoy working with my hands. I like to use tools and machines to create something. Therefore, a skilled trade is great for me. I can use my tools, tools, and machines, to get something I made myself.

Also, I have the opportunity to work for myself. Have you ever wanted to set your own hours, pay, and work environment? When you work for yourself, you can do that and more. Instead of asking your boss for a vacation, you just save up, and take it when you're ready.



Writing Part A

Writing

Have you ever admired something, and thought highly of whoever built it? That person must feel a lot of pride from the compliments and attention his or her "masterpiece" attracts. I would love to be able to look at something, and say I built or fixed it.

If you're like me, the physical demands of a skilled trade are a very small price to pay for the enjoyment, opportunities, and pride one can earn. Then again, you may not like the idea of physically hard work, but that's fine, everyone is different. But when it comes time for me to set my career choice in stone, a skilled trade is what I'd like to do.



GRADE 11 — Writing

ANNOTATION — 2-POINT RESPONSE

Grade 11, Prompt 1
Score Point 2

The writer identifies a generalized purpose and audience (*I believe my preferred career group would be skilled trades*) **but provides only limited background information which demonstrates a lack of awareness of audience needs. While the writing contains some idea development, the supporting details and examples offer little insight or interpretation** (. . . *it is a great way to stay in shape, and feel good about yourself*). **Development in support of ideas is repetitive** (*I highly enjoy working with my hands. I like to use tools and machines I can use my hand, tools, and machines*). **The writer demonstrates some attempt at organization by grouping ideas by paragraph. While there are some varied sentence structures, they appear alongside simple sentences. Errors in grammar, usage, and mechanics appear alongside occasional control of these features.**



Annotated Student Response

SAMPLE 3-POINT RESPONSE

Writing

1. Are you interested in science? would you enjoy applying mathematics, like trigonometry and calculus, in real world situations? If you answered yes, choosing a career as a engineer may be in your future. Engineers are professionals who are highly respected and well paid.

As a engineering student in school you will expected to excel in math and science, as well as getting good grades. Any Engineer needs to have a bachelors degree in their chosen sub field to receive a job, and may eventually earn a masters degree in their respective field. The fields of engineering vary greatly from nanotechnology to civil to mechanical or electrical.

Engineers earn a living through their hardwork and problem solving skills. They earn anything from \$40,000 to \$100,000+ and have one of the highest starting salaries among any job field. They are some of Americas smartest people and they get well paid for their duty.

Although a engineers job may be stressful at times, it is minute compared to the monstrous responsibilities of other jobs, such as doctors or lawyers. Those are jobs that will make any persons hair turn gray.

So the next time you look at a Mac computer or the Big Mac bridge you know it was made by a engineer. When a person decides on a career in the engineering field they are ready to make a difference in the world, they are ready



Writing

to learn, and they are ready to improve people's lives



ANNOTATION — 3-POINT RESPONSE

**Grade 11, Prompt 1
Score Point 3**

The writer adequately establishes focus on the intended audience and purpose by providing background information that generally anticipates audience needs (*If you answered yes, choosing a career as a engineer may be in your future. Engineers are professionals who are highly respected and well paid*). **Ideas are developed with adequate support and clarification** (*They earn anything from \$40,000 to \$100,000+ and have one of the highest starting salaries among any job field*), **though some ideas remain undeveloped** (*. . . compared to the monstrous responsibilities of other jobs, such as doctors or lawyers. Those are jobs that will make any person's hair turn gray*). **The writing is adequately organized using a logical progression of ideas, and simple transitional words and phrases generally connect ideas and guide the reader. Sentence structures are generally varied, and word choices are generally appropriate for the intended audience and purpose of the writing.**



Annotated Student Response

SAMPLE 4-POINT RESPONSE

Writing

1. A career can define one's identity and beliefs, and in many cases what he or she believes is most important. Talented people may participate in the performing arts or sports, while others who strongly support their country may enlist into the military. Personally, engineering, which falls into the professional category, is most appealing to me, as it reflects my interest in the field of studies associated with it, it pays well, and it would award a sense of self-satisfaction and service to society.

Ever since I was young, I have been interested in how things work. I would often disassemble RC cars or Lego sets just to find out if I could reconstruct them. Even to this day, this fascination persists through studies of mechanics, both motor and static, of our everyday world. ~~Therefore~~ This is why I believe I would be suited as an engineer, especially mechanical or aeronautical (dealing with planes), as I would enjoy coming to work and engaging in what would feel like a lifetime hobby instead of just a job to simply live off. Many people that do not have interest in these subjects would not be interested, which is understandable, as few people do. Others may even say factors such as finance would prohibit them from being drawn towards professional careers, though this is not so much of an issue for me.

I have planned for college both financially and mentally, working hard on advanced courses and personally saving scholarships towards an engineering degree. To some, the hefty costs of a 4 year or longer program could be an unappealing factor in not choosing a professional career. In my view, the longevity of earning a plum salary until retirement far exceeds the expense of school and could be paid for without much drawback. Though I do believe enjoying your career is more important than what it pays (as long as it is sufficient to survive with), I am completely for a well-deserved reward for complicated work in the form of a large salary. Most would not agree the salaries of professionals, especially teachers, are too high by any means, though, most are sufficient.



Writing

for the job done. Passion to professional jobs may feel rare, but are unneeded, though I believe they are some of the most precious and necessary professions in the world.

When I do something, I want it to have a positive impact on the world around me, not be a waste of time and energy. This is why I am personally against sports and performing arts jobs, as they serve no purpose but entertainment. With a career such as engineering, I would feel that I was serving a useful purpose, along with having a more widespread impact. Ensuring the safety of our transportation systems would be much more rewarding to me than providing a good level game to watch every week. On top of the backbone of the professional jobs, teachers, doctors, etc, engineers keep our society functioning properly; without them, our roads and bridges could collapse, our cars malfunction, ~~our~~ our power supply be unstable, and our products we consume ~~all~~ waste. This is why for me, the major role the professional jobs play is ^{more} 'appealing' from any other aspect.

Everyone is better at something than others, and there are jobs designed for that something. For me, my mathematical and scientific skills can be utilized in an engineering job. Though it may not be for even a minority of people, professional jobs are most appealing to my skills and experience.



GRADE 11 — Writing

ANNOTATION — 4-POINT RESPONSE

Grade 11, Prompt 1
Score Point 4

The writer establishes and maintains focus on audience and purpose, and effectively engages the audience by providing relevant background information (*Ever since I was young, I have been interested in how things work. I would often disassemble RC cars or Lego sets just to find out if I could reconstruct them. Even to this day, this fascination persists through studies of mechanics, both micro and macro, of our everyday world. This is why I believe I would be suited as an engineer*). **The ideas are consistently developed with depth and complexity, using appropriate and effective examples, details, facts, and explanations.** (*To some, the hefty costs of a 4 year or longer program could be an unappetizing factor in not choosing a professional career. In my view, the longevity of earning a plump salary until retirement far exceeds the expense of school, and could be paid for without much drawback. Though I do believe enjoying your career is more important than what it pays*). **The response progresses logically and ideas flow naturally and cohesively within and between paragraphs. The writer consistently uses a variety of sentence lengths and structures. Word choice is generally appropriate, and errors in usage and mechanics that are present do not impede the reader's understanding.**



Article 1: Should Schools Allow Cell Phone Use During the School Day?

School systems in the United States face a challenge pertaining to the regulation of cell phone use by students in schools. There are drawbacks and benefits for cell phone use. School administrators, teachers, parents, and students continue to struggle with policies on cell phone use in schools since a complete ban is no longer universally accepted as best policy.

The confiscation of cell phones, an initial reaction by school administrations, has been very controversial. Some schools take the phones from the students and never return them; other schools keep them until the end of the school day. In either case, parents are notified that their children have violated the school policy on the use of cell phones during school hours. Although such confiscation policies were approved by school boards, some angry students and parents still resent the policy. In other strategies for dealing with cell phone use, some teachers require that phones be turned off in classrooms and placed out of sight; others label the phones and place them in a container on the teacher's desk until the end of class. Moreover, inappropriate use of the phones for cheating on tests has punishments ranging from reduction of the score by a particular percentage to automatic failure of the exam. Disrupting class with texting, playing video games, inappropriately using the photography feature, or receiving calls can affect students' class participation grades as well.

Not all parents want the schools to control phone use. Some cell phone providers offer tools for parents to control phone usage, customized to each child on the plan. Some parents prefer that they be the ones to have control of their children's cell phone use instead of having schools set the rules. Scheduling and safety are the main reasons parents want their children to have access to cell phones during school hours. Many parents recognize the distractions cell phones can create in the classroom and are concerned about mobile access to inappropriate content.

Recent research has revealed that texting (in class, in meetings, at dinner) has become a significant problem in the United States. A recent university study found that 90% of college students surveyed admitted texting during class. Some even admitted sending messages during tests. This rampant abuse has led some professors to ban phones during tests and/or during all classes. One professor informed students that if he even saw a phone during a test, the owner would receive an automatic zero, whether the phone was in use or not.

Severe penalties like the zero on the test go beyond the classroom. The number of incidents caused by drivers texting is constantly rising, prompting some states to pass strict laws outlawing the practice. California and Kentucky as well as other states impose fines if a driver is caught texting while driving. Even drivers themselves have reported texters they have observed on the road.

Cell phones have definitely become fixtures in present-day life for most people. Phones



continue to be upgraded with extraordinary technology that makes them even more attractive and engaging. With their widespread use, this debate will continue. There are people who believe that students should be taught about proper cell phone etiquette and personal responsibility for their use of the phones and are opposed to banning them. Others see no other alternative but to support a complete ban of cell phones in the schools.

Article 2: Cell Phones in School—Yes?

Schools all across the nation are faced with or have had to address students carrying and using cell phones in school. Even with school policies in place against students having cell phones with them during the school day, schools continue to discipline students for infractions of the rules and defend the policy with parents.

Schools might be able to lessen these battles by rethinking the place cell phones might have. Cell phones are essentially mobile computers, with most featuring texting, digital photography, video capabilities, and calculators. Some phones are able to access online dictionaries and other resources. If students happen to have particular applications, their phones' research capabilities extend even further.

While texting certainly can be very disruptive and distracting in many situations, there may be advantageous uses for texting in school. Imagine several student groups within a class or library, each group working collaboratively yet separately from the other groups. Texting might be used to quietly share information, ask and answer questions, indicate next steps, and even communicate with the teacher without audibly disrupting the work of the other groups.

With the research capabilities, students may more quickly access information they need for the task they're completing. The phones' cameras may also have a use in preparation for presentations.

In addition to the argument that students should be allowed to carry cell phones for emergency purposes, there well may be an argument for actually using cell phone technology within the classroom. Cell phone companies advertise their phones' latest and greatest capabilities all the time. Computers are wonderful educational tools; perhaps cell phones can be too!



Writing Part B

Writing situation:

There is a debate in your school district over teens and their cell phone usage. Think about where you stand on teens and cell phone use in school. Teens in your school have been invited to a council meeting composed of administrators, teachers, and parents in preparation for a policy decision.

Writing directions:

Write the speech presenting your position on cell phone use. Make your arguments on cell phone use during school. Make your arguments clear and give reasons for them. As you support your arguments, consider the counterclaims from those who think differently about cell phone usage.



Annotated Student Response

SAMPLE 1-POINT RESPONSE

Writing

2.

Are you tired of disciplining students because of their cell phones? Cell phone usage should be allowed. Increase using technology, better education, and emergency purposes. This would better our school staying up to date.

Technology is increasing every day. Being able to learn to use the technology. The whole world is using technology why can't we use it during school?

This will give us a lot more resources to learn, our education would increase



Writing Part B

GRADE 11 — Writing

ANNOTATION — 1-POINT RESPONSE

Grade 11, Prompt 2

Score Point 1

The writer identifies a general topic (*Cell phone useage should be allowed*) but demonstrates little awareness of the needs of the audience because no background information is provided. Similarly, the writing does not contain an organizational structure or purposeful idea development because the writing consists of only generally related ideas (*Being able to use the technology. The whole world is using technology why can't we use it in school*). The paragraph divisions do not create cohesion. Errors in usage and mechanics impede understanding of the text.



Annotated Student Response

SAMPLE 2-POINT RESPONSE

Writing

2. Cell phones can be a bit distracting, even when you're at home. Why wouldn't it be a distraction in school? But when I stand on this, I am a fence sitter. I believe cellphones should not be used in class, but I think it would be okay to allow them in the 5 minutes between each class.

I understand that cellphones can be used as a utensil to cheat, but if it's between class, what's the difference between telling a friend in person or texting it to them? There is none. Either way, they're going to do it.

Students will continue to text in class with or without permission, but they will not feel the need to do it in class as much if they've already checked messages in the hallway.

Doing this exception, it could lead to a down slope in confiscating more and more cellphones and less angry parents calling into the school, coming to the school, complaining, writing letters, etc. etc.

With students feeling less compelled to text and/or look at their phone in class, then they might be able to



Writing

concentrate more on the subject matter at hand.

College kids are a prime example for this. No doubt they text on their way to their next class; some, they still text in class, but I'm willing to bet it is not nearly as much as highschool students do in their classrooms.

In conclusion, I strongly suggest we open our minds a little more to it. Allow texting, not in the classroom, but in the hallway. I believe that if students have the hallway time to text, then they'll be less inclined to do it in class. This will lead to less and less angry parents and more and more happy teachers.



GRADE 11 — Writing

ANNOTATION — 2-POINT RESPONSE

Grade 11, Prompt 2

Score Point 2

The writer identifies a generalized purpose and audience (*I believe cellphones should not be used in class, but I think it would be okay to allow them in the 5 minutes between each class*) but provides only limited background information, demonstrating a lack of awareness of audience needs. While the writing contains some development of ideas and considers a counterclaim (*I understand that cellphones can be used as a utensil to cheat, but if it's between class, what's the difference between telling a friend in person or texting it to them?*), the supporting details and examples offer little insight or interpretation. Also, the development of ideas in the sixth paragraph regarding college cell phone use does not clearly support the argument. The writer demonstrates some attempt at organization by grouping ideas by paragraph. Some varied sentence structures are present, but these appear alongside simple sentences. Errors in grammar, usage, and mechanics do not impede understanding of the text.

**Annotated Student Response****SAMPLE 3-POINT RESPONSE****Writing**

2. The use of cellphones at school is an ongoing battle every day at all schools. Many times, teachers and administrators don't see the advantages of using a cell phone during class, so they simply ban them. While there are pros and cons to cellphone usage during school, in most cases, the good out weighs the bad.

Cellphones can do many of the things that computers can do now. You can get research done without taking the time to turn a computer on, log on, and open the internet. You can communicate silently with students in your room, or even down the hall. You can communicate with your parents without the disruption of going to the office to call. You can even take tests/quizzes on your cell phone now.

I know most administrators and



Writing

Teachers believe that students will use their cellphones for things other than school, but the truth is that if students were really that intent on having conversations during class, chances are they already do. Most students don't use their cell phones inappropriately and I believe that in some cases, students would behave better in school if phone usage was allowed. Many times we get finished with our work early but cannot do anything. We can't talk and get restless, which causes us to get in trouble. Cellphones would give us something else to occupy our time.

The benefits outweigh the disadvantages of cellphone usage. Many students would get work done more quickly and efficiently. Cellphones would allow an easier work environment for students throughout the day.



ANNOTATION — 3-POINT RESPONSE

**Grade 11, Prompt 2
Score Point 3**

The writer adequately establishes focus on the intended audience and purpose by providing background information that generally anticipates audience needs (*While there are pros and cons to cellphone usage during school, in most cases, the good out weighs the bad*). **Ideas are developed with adequate support and clarification of the argument** (*Many times, we get finished with our work early but cannot do anything. We can't talk and get restless, which causes us to get in trouble. Cellphones would give us something else to occupy our time*).

Counterclaims are also addressed in support of the argument (*I know most administrators and teachers believe that students will use their cellphones for things other than school, but the truth is that if students were really that intent on having conversations during class, chances are they already do*). **The writing is adequately organized using a logical progression of ideas and simple transitional words and phrases that generally connect ideas and guide the reader. The writer uses some variety in sentence structures and lengths, but these appear alongside some simple sentences. The writer chooses words that are generally appropriate for the intended audience and purpose of the writing.**



Annotated Student Response

SAMPLE 4-POINT RESPONSE

Writing

2 The year is 2011. Look around. There are computers, laptops, iPads, and, of course, cell phones. But wait! Someone tells you you can't use them. Huh? This is... outrageous... Silly,...

See how ridiculous that sounded? There is no reason why students can't have cell phones in school. They are practical, convenient devices that make learning and communicating easier and better. Phones have their place in class.

In their most simple state, phones are still an all-in-one collection of useful things. Article 2 states, "cell phones are essentially mobile computers, with most featuring texting, digital photography, video capabilities, and calculators" (Article 2). This device, one you can fit in your pocket, can perform the tasks of an entire desk full of devices. Texting is silent, non-disruptive communication. Photo & video capabilities can be utilized for presentations. And, of course, calculators are used in math class all the time. Plus, phones offer even more!

Mobile internet access, Wi-Fi, etc. are the new wave technologies for using computers. I can go anywhere and still get online! This can be very practical in the classroom as well. Online encyclopedias, dictionaries, and articles can all be



Writing

read in the classroom at the student's desk. This streamlines the research process, producing more efficient writers and freeing up class time for other learning. There are many possibilities with the world wide web at your fingers.

Of course, we know the internet has other uses besides school. But that isn't a problem anymore because of proxy technology. By making students use school-sponsored wi-fi, the internet can be controlled on their phones to only access acceptable content. As for texting during tests and cheating, as Article 1 points out, a simple "no phones on test day or it's a zero" policy is sufficient for that issue. It is just as easy to limit cell phone usage as it is to limit anything else in schools.

The time has come to integrate cell phones in the classroom. Most everyone in the student body has one, is proficient with it, and could use it in class. Phones offer camera and calculator functions, silent communication via texting, and controllable internet access for study. They are the technology of today, so schools should get with the times and start utilizing them accordingly.



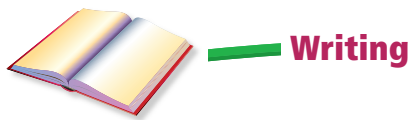
GRADE 11 — Writing

ANNOTATION — 4-POINT RESPONSE

Grade 11, Prompt 2

Score Point 4

The writer establishes and maintains focus on audience and purpose, and effectively engages the audience by providing relevant background information (*There is no reason why students can't have cell phones in school. They are practical, convenient devices that make learning and communicating easier and better*). **The ideas are consistently developed with depth and complexity using appropriate and effective examples, details, facts, explanations, and arguments** (*This device, one you can fit in your pocket, can perform the tasks of an entire desk full of devices. Texting is silent, non-disruptive communication. Photo & video capabilities can be utilized for presentations. And, of course, calculators are used in math class all the time*). **The writer also addresses counterclaims** (*Of course, we know the internet has other uses besides school. . . . As for texting during tests and cheating . . .*) **in support of the argument.** **The writing progresses logically and ideas flow naturally and cohesively within and between paragraphs. The writer consistently uses a variety of sentence lengths and structures. Errors in usage and mechanics are infrequent and do not impede understanding of the argument.**



Item Information

Question Number	Question Type	Passage Title	KCAS Standard	Mode
Part A	Stand Alone	NA	W.11.2	Informative/ Explanatory
Part B	Passage Based	Should Schools Allow Cell Phone Use During the School Day? / Cell Phones in School - Yes?	W.11.1	Argumentative